**Project 1: Primary Source Analysis**

Acquire a primary source from each of the following sources: document, multi-media, artifact, map, museum or historic site exhibit, photograph, editorial cartoon and poster/advertisement. We will utilize various tools of inquiry to analyze these primary sources and how these can be used to facilitate disciplined inquiry in the social studies classroom.

<http://www.yale.edu/collections_collaborative/primarysources/primarysources.html> Determining what is a primary source can be tricky, and in no case is this more apparent than with books and pamphlets. From one vantage point, books are the quintessential secondary source: scholars use primary source materials such as letters and diaries to write books, which are in turn secondary sources. However, books can also be a rich source of primary source material. In some instances, as in the case of published memoirs, autobiographies, and published documents, it is easy to determine when a book functions as a primary source.

But even secondary source materials can function as primary sources. Take, for instance, Lytton Strachey’s famous history of nineteenth century England, *Eminent Victorians*, first published in 1918. On one hand, *Eminent Victorians* is a secondary source, a history of English society and culture in the 1800s based on Strachey's research and analysis of primary sources. On the other hand, a present-day scholar could treat *Eminent Victorians*itself as a primary source, using it to to analyze the mores and attitudes of Lytton Strachey and the early twentieth century English intelligentsia of which he was a part.

**Document –** <http://www.yale.edu/collections_collaborative/primarysources/primarysources.html> Government documents - A government’s documents are direct evidence of its activities, functions, and policies. For any research that relates to the workings of government, government documents are indispensible primary sources.

A wide range of primary sources are found in government documents: the hearings and debates of legislative bodies; the official text of laws, regulations and treaties; records of government expenditures and finances; statistical compilations such as census data; investigative reports; scientific data; and many other sources that touch virtually all aspects of society and human endeavor. This information comes in a similarly wide variety of formats, including books, periodicals, maps, CD-ROMs, microfiche, and online databases.

What makes all these sources “government documents”? What all these sources have in common is that they are published or otherwise made available to the general public by a government for the general public, at government expense or as required by law. They are a government's official “voice.” Government documents are usually housed in separate sections of libraries, and have their own specialized arrangement and finding aids.

MANUALs and Archived materials: Manuscript and archival materials are unique resources that can be found in only one library or institution (though digital copies or copies on microfilm or microfiche may be available elsewhere). They are valuable primary source material for researchers in many fields of study, including history, political science, sociology, literature, journalism, cultural anthropology, health sciences, law, and education. Manuscripts and archival materials are distinct from other library materials in the ways they are described, accessed, handled and evaluated.

Manuscripts and archives are unpublished primary sources. The term **archives**, when it refers to documents, as opposed to a place where documents are held, refers to the records made or received and maintained by an institution or organization in pursuance of its legal obligations or in the transaction of its business. The term **manuscripts**, which originally referred to handwritten items, refers now to a body of papers of an individual or a family. Both terms can encompasses a broad array of documents and records of numerous formats and types. Archival records or manuscripts may include business and personal correspondence, diaries and journals, legal and financial documents, photographs, maps, architectural drawings, objects, oral histories, computer tape, video and audio cassettes. See also: Visual Materials and Realia/Artifacts.

Note that government document collections typically do not include primary legal sources such as court decisions and law codes, which are often published by for-profit publishers and are found either in the main library collection or in separate law libraries.

For decades the U.S. government has been the largest publisher in the world, but government documents are also produced by regional, state, and local governments, and by international bodies such as the United Nations and the European Union.

**multi-media**-

<http://www.si.edu/Encyclopedia/Search/History%20and%20Culture>

<http://americanhistory.si.edu/exhibitions/star-spangled-banner> **About the Exhibition**

Upon entering this exhibition, visitors are immersed in the Battle of Baltimore, which inspired Francis Scott Key to write his famous lyrics. The almost 200-year old, 30-by 34-foot flag is displayed in a special environmentally-controlled chamber. An interactive table with a tactile image allows visitors to investigate key details of the flag and how it was made. The exhibition explores the flag as a family keepsake in the 19th century, the Smithsonian Institution’s efforts to preserve the artifact since 1907, and how Americans have used the Star-Spangled Banner—both the flag and the song—to express diverse ideas of patriotism and national identity.

Please note: Photography is not permitted in this exhibition. [Learn why](http://blog.americanhistory.si.edu/osaycanyousee/2010/05/your-burning-questions-answered-why-cant-i-take-a-picture-of-the-starspangled-banner.html) on our blog and [download photos](http://www.flickr.com/photos/nationalmuseumofamericanhistory/sets/72157623910310943/) from Flickr.

**Online Exhibition**

The war, the flag, the song, and the legacy: the history of the Star-Spangled Banner is told in four parts.  You are invited to share what the American flag means to you by submitting your own photos and stories to the site.  You can also explore an interactive flag in incredible detail and answer quiz questions correctly to get a special reward.  [Visit Web site](http://americanhistory.si.edu/starspangledbanner)

<http://www.discoveryeducation.com/search/page/-/-/-/-/index.cfm?Ntx=mode+matchallpartial&Nr=OR(OR(d_Index_Type:Pre-login),OR(d_Domain:www.fit4theclassroom.com))&Ntk=all-prelogin&Ne=4294967203&N=31+4294967265>

**Exhibits/Museums**: <http://teacher.scholastic.com/activities/immigration/index.htm> (Virtual field trip)

* [Explore Ellis Island](http://teacher.scholastic.com/activities/immigration/tour)
* [Meet Young Immigrants](http://teacher.scholastic.com/activities/immigration/young_immigrants)
* [Immigration Data](http://teacher.scholastic.com/activities/immigration/immigration_data)
* [Virtual Field Trip To Ellis Island](http://teacher.scholastic.com/activities/immigration/webcast.htm)

Meet the young immigrants  
Hear the stories of real kids who have recently immigrated to the United States.

* [Asya](http://teacher.scholastic.com/activities/immigration/young_immigrants/index.htm)

Hi, my name is Asya. I was born in Nickolaev, Ukraine, but I have lived most of my life in a suburban town near Atlanta, Georgia. I moved to the United States with my parents when I was a baby. I am now in the third grade and speak both English and Russian. My brother, Tim, is in the first grade. I also have a cat named Tiger and a pet water frog named Perry. When I grow up I want to be a paleontologist, an artist, and an ice skater.

My family flew to the United States from Ukraine on an airplane. We moved from Ukraine when my father won a green card and got a job here. We lived in Michigan first and then moved to Atlanta.

[](javascript:void(0);)

<http://teacher.scholastic.com/activities/immigration/young_immigrants/>

**artifacts / Regalia**– <http://www.yale.edu/collections_collaborative/primarysources/primarysources.html>

Once functional objects used by people, realia and artifacts convey important information about the lives and histories of peoples. Realia and artifacts are three-dimensional and unlike two-dimensional objects such as books and manuscripts, can be either man-made or naturally occurring. While all collected realia and artifacts are deemed as having documentary value, some are valued for their intrinsic worth, others for their artistic merit, and others for their historical significance or scientific value. Realia and artifacts commonly used for research are: War memorabilia such as canteens, mess kits, and uniforms Emblems and badges

> Cards and board games  
> Jewelry, clothing, and textiles  
> Leather goods  
> Needlework  
> Hair, wool, and silk

<http://www.indian-ed.org/>

**map –**

**Maps** are primary sources because they are created in particular cultural contexts. Mapmakers may have hidden agendas or be influenced by political or social factors. Maps may reveal misperceptions or deliberate misrepresentations.

<http://www.digitalhistory.uh.edu/maps/maps.cfm>

**museum or historic site exhibit**

<http://amhistory.si.edu/onthemove/exhibition/exhibition_3_2.html>

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| 3: Delivering the Goods: Watsonville, California, 1895 |

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| **Working the Fields**  Specialty crops require a lot of labor. California growers hired large numbers of ethnic laborers to plant, cultivate, pick, and pack their crops. Watsonville farmers employed Chinese men to work the land until Congress passed the Chinese Exclusion Act (1882), which stopped these laborers from immigrating. Growers then brought in Japanese workers. By 1900 Watsonville counted 400 Japanese among its few thousand residents. In the 1920s, when Japanese immigration was restricted, Watsonville agriculturalists became more dependent on Filipino and Mexican workers. With each new round of hiring, growers helped change the ethnic composition of central California. | |  |  |  | | --- | --- | --- | | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | | http://amhistory.si.edu/onthemove/img/spacer.gif | [Chinese workers in the field](http://amhistory.si.edu/onthemove/collection/object_380.html) | http://amhistory.si.edu/onthemove/img/spacer.gif | | http://amhistory.si.edu/onthemove/img/spacer.gif | | |  |  | | --- | | http://amhistory.si.edu/onthemove/img/spacer.gif | | **Chinese workers in the field** | | http://amhistory.si.edu/onthemove/img/spacer.gif | | http://amhistory.si.edu/onthemove/img/spacer.gif | | After the Chinese Exclusion Act of 1882, Chinese immigration slowed to a trickle. By the 1890s, California’s overwhelmingly male Chinese population was aging and declining in numbers. Growers began to look for other sources of cheap labor. | |
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| Chinese who lived and worked in communities along the central coast of California in the late 1800s used these everyday domestic items. |

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| |  |  | | --- | --- | | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | | **Filipino farm workers, Pajaro Valley, near Watsonville, September 1939** | http://amhistory.si.edu/onthemove/img/exhibit/arrowright_3.gif | | http://amhistory.si.edu/onthemove/img/spacer.gif | | | http://amhistory.si.edu/onthemove/img/spacer.gif | | | After the United States restricted Japanese immigration, California agriculturists hired men from the US colony of the Philippines to help fill their labor needs. By the late 1920s, Filipinos were the Pajaro Valley’s dominant labor group. In 1934, this migrant group was also legally restricted from entering the country, like the Chinese and Japanese before them. | | | |  |  |  | | --- | --- | --- | | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | | http://amhistory.si.edu/onthemove/img/spacer.gif | [Filipino farm workers, Pajaro Valley, near Watsonville, September 1939](http://amhistory.si.edu/onthemove/collection/object_382.html) | http://amhistory.si.edu/onthemove/img/spacer.gif | | http://amhistory.si.edu/onthemove/img/spacer.gif | | | |
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| |  |  | | --- | --- | | http://amhistory.si.edu/onthemove/img/spacer.gif | **What Happened Next?** | | | | | | | |
| http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif |
| **What Happened to Farm Work?**  Today—just as in 1895—Watsonville, California, is a center of agricultural production and heavily dependent on low-paid immigrant workers. But Watsonville now grows different crops and different people work the fields.  Agriculture remains a mainstay of California’s economy and continues to be highly commercialized. The orchards and sugar beet fields of the late 19th century gave way in the 20th century to truck crops such as lettuce and broccoli. After World War II, Watsonville became a frozen-food processing center, although in recent years these factories have moved overseas.  Watsonville’s population has also changed. Although Watsonville is home to Anglo, Japanese, Chinese, and Filipino families, 70 percent of the population is now Latino and one-third of its residents are immigrants. Latinos began coming to Watsonville in the 1920s. During World War II, the Bracero program, which allowed Mexicans to enter the country on short-term labor contracts, helped expand the population. Since 1965, when immigration laws were changed, Watsonville’s Latino population has continued to grow. Heavily involved in farm labor—doing over 90 percent of the work in 2000—Latinos in Watsonville today provide most of the region’s low-cost laborers. | |  |  |  | | --- | --- | --- | | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | http://amhistory.si.edu/onthemove/img/spacer.gif | | http://amhistory.si.edu/onthemove/img/spacer.gif | [Workers picking strawberries, Pajaro Valley, California, 1980s](http://amhistory.si.edu/onthemove/collection/object_388.html) | http://amhistory.si.edu/onthemove/img/spacer.gif | | http://amhistory.si.edu/onthemove/img/spacer.gif | | |  |  | | --- | | http://amhistory.si.edu/onthemove/img/spacer.gif | | **Workers picking strawberries, Pajaro Valley, California, 1980s** | |
| http://amhistory.si.edu/onthemove/img/spacer.gif | | | | |

**Photographs / Visual Materials**:

<http://www.yale.edu/collections_collaborative/primarysources/primarysources.html>

The term “visual material” refers to any primary source in which images, instead of or in conjunction with words and/or sounds, are used to convey meaning. Some common and useful types of visual materials are as follows:

> Original art, including but not limited to paintings, drawings, sculpture, architectural drawings and plans, and monoprints.  
> Prints, which are works produced in multiple but limited numbers such as woodcuts, engravings, etchings, and lithographs  
> Graphic arts, including materials such as posters, trade cards, and computer generated graphics  
> Photographs  
> Film and video

Any of these materials can provide valuable information to a researcher. Factual information can often be extracted from visual materials; however, the best information imparted by these materials is often of a subjective nature, providing insight into how people see themselves and the world in which they exist.

<http://www.vahistorical.org/collections-and-resources/educator-resources/teaching-photographs>

Teaching with photographs

Introduction

[](http://www.vahistorical.org/sites/default/files/uploads/TWP_Education_PossumHollowSchoolhouse.2001.230.308.jpg)

The discipline of history is grounded in reading, and one of the challenges teachers face is trying to teach history to students who for one reason or another have a difficult time reading English. In addition, the Virginia Standards of Learning require that students, as early as the fourth grade, be able to "identify and interpret artifacts and primary and secondary source documents to understand events in history"—a task that often requires reading at a higher level.

"Teaching with Photographs" includes images from the Virginia Historical Society's collection that can be used to address themes in post–1865 Virginia and American history. These images address such historical themes as education, industrialization, urbanization, transportation, the changing roles of women, the development of Jim Crow, and the civil rights movement.

"Teaching with Photographs" is designed to be used by both teachers and students, but it is intended for you, the teacher, to direct student learning.

* [Resources for Teachers](http://www.vahistorical.org/collections-and-resources/educator-resources/teaching-photographs/resources-teachers) includes examples of photo analysis sheets as well as additional questions you may want to use to address Virginia SOLs. Other images related to each theme are accessible through our online catalog.

**editorial cartoon**

A serial is a publication, such as a **magazine, newspaper, or scholarly journal**, that is published in ongoing installments. Like books, serials can function both as primary sources and secondary sources depending on how one approaches them. Age is an important factor in determining whether a serial publication is primarily a primary or a secondary source. For instance, an article on slavery in a recent issue of the Journal of Southern History should be read as a secondary source, as a scholar’s attempt to interpret primary source materials such as ledgers, diaries, or government documents in order to write an account of the past. An article on slavery published in the Journal of Southern History in 1935, however, can be read not only as a secondary source on slavery but also – and perhaps more appropriately – it can be read as a primary source that reveals how scholars in the 1930s interpreted slavery.

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| http://www.indiana.edu/~liblilly/cartoon/images/lincolnlogo.gif |
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| The Election of 1860 & 1864 |
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| Picture Album |

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| --- |
| 1860 |
| Election of 1860 Pictures |

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| 1864 |
| Electon of 1864 Pictures |

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| http://www.indiana.edu/~liblilly/images/dot_clea.gif | [Abraham Lincoln 1860-1865](http://www.indiana.edu/~liblilly/cartoon/civil.html) |
| http://www.indiana.edu/~liblilly/images/dot_clea.gif | [Cartoons of the Civil War](http://www.indiana.edu/~liblilly/cartoon/civilalbum.html) |

[**http://nieonline.com/aaec/cftc.cfm?cftcfeature=history**](http://nieonline.com/aaec/cftc.cfm?cftcfeature=history)

**poster/advertisement**

## http://www2.vcdh.virginia.edu/gos/explore.html Explore Advertisements

[Detailed Search](http://www2.vcdh.virginia.edu/gos/search/search.php) | [Browse the Ads](http://www2.vcdh.virginia.edu/gos/browse/browse_main.php) | [Full-text Search](http://www2.vcdh.virginia.edu/exist/runaways/xquery.xsp) | [Maps and Timelines](http://www2.vcdh.virginia.edu/gos/heml.html)

The Geography of Slavery project contains more than 4000 advertisements for runaway slaves and indentured servants, drawn from newspapers in Virginia and Maryland, covering the years from 1736 through 1803.

The ads can be accessed in three different ways. First, you can search the ads based on values such as date of publication, place names mentioned, and ad type. Second, you can browse through the ads by date of publication or by place names mentioned. Third, you can perform a full text search of the ads.

<http://www.gilderlehrman.org/programs-exhibitions/posters>

Posters

Posters are ideal for stimulating classroom discussion, setting the stage for a particular historical topic, or for display in a classroom, library, or community center. Each poster reproduces a historical document, print, or photograph, most from the Gilder Lehrman Collection. They are on high-quality poster paper, measuring 22" x 30". New posters (shown in **bold**) are on white paper; previously printed posters are on ivory paper. They can be purchased from the [Gilder Lehrman History Shop](http://www.gilderlehrman.org/store).

Map of North American Colonies, 1733  
Boston Massacre, March 5, 1770  
**Declaration of Independence, 1776**  
**United States Constitution, 1787**  
Runaway Slave Ads  
Anti-Slavery Broadside, 1836  
Abolitionist Flag, c. 1859  
John Brown, 1800–1859  
Abraham Lincoln, 1860  
Civil War Scenes  
**Literature and the Anti-Slavery Campaign, 1861**  
Map of the United States, 1862  
**Lincoln and His Generals after Antietam, 1862**  
Emancipation Proclamation, 1863  
Civil War Recruiting Poster, 1863 (2)  
Emancipated Slave Children, 1863  
Black Troops in the Civil War, 1863  
President Abraham Lincoln, 1863  
**Lincol…**

<http://www.yale.edu/collections_collaborative/primarysources/primarysources.html>

**ORAL History:**

Oral history interviews and video memoirs provide important perspectives for historians. Since the invention of the tape recorder in the 1950s, oral history projects of many kinds have proliferated, ranging from the “man-on-the-street” type of interview to the more formal Presidential archives. Oral history projects usually are centered on a theme, such as Yale’s[Oral History American Music project](http://www.yale.edu/oham/), which is dedicated to the collection and preservation of oral and video memoirs in the voices of American musicians.

SOUND RECORDINGS: Sound recordings include not only music but also the spoken word - poetry, plays, speeches, etc. Yale’s Collection of Historical Sound Recordings includes recordings of performers important in the fields of Western classical music, jazz, American musical theater, drama, literature, and history (including oratory). Many sound recordings have not been cataloged yet, so it is important to contact the [curator](http://www.library.yale.edu/musiclib/info.htm#HSRcurator) for assistance.

MUSIC: Primary sources reveal information about the production and performance of music, aural traditions, histories of musical composition, notation, and technique, information about music theory and about individuals’ and cultures’ technological advancement, economy, education, cognition, and more. The types of resources used in research include:

> Manuscript music scores  
> Musical instruments  
> Sheet music  
> Historical and contemporary sound recordings on LP and disc  
> Books, periodicals, photographs, and archives related to music and musicians